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ABSTRACT

A project conducted in an adult literacy and basic education program in Pennsylvania proposed to use small group interaction to increase weekly attendance 10 percent from the previous program year, increase students' input into the learning process, and develop better tools to improve the learning environment. The group consisted of 39 adult students who were affected by welfare reform and corporate restructuring. Because of students' new work schedules, the project developed flexible hours and switched to larger-group interaction rather than the intended small groups. During the project students got to know each other and also kept journals to chart their progress and vent their frustrations. The project had the following outcomes: attendance increased; outside barriers such as transportation and child care were resolved through student interaction; more flexible testing and classroom hours were developed through student input; students' writing and communication skills increased; and students' self-esteem and educational progress were increased through peer tutoring and support. It was recommended that the techniques be duplicated in other programs and that tools be developed for better program evaluation. (A pre/post self-perception inventory, a learning-style inventory, and a monthly attendance chart are attached to the report.) (KC)

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ED 427 227

FINAL REPORT

Promoting Students Retention

through

Student Support Groups

Ms. Claudia Morton
Executive Director
Project Year
7/1/97 - 6/30/98

98-8009

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Promoting Student Retention

through

Student Support Groups

Authors: R. Lance Parsons, Counselor
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Carlisle Area OIC

Fiscal Year: July 1, 1997 to June 30, 1998

Grantee: Carlisle Area OIC
29 South Hanover Street
Carlisle, PA 17013
(717) 243-6040

Federal amount of grant: $4,997.00

Contract Number: 098-8009

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ABSTRACT

GRANT RECIPIENT:
Carlisle Area OIC
29 South Hanover Street
Carlisle, PA 17013
(717) 243-6040

PROGRAM NAME:
Promoting Student Retention through Student Support Groups

GRANT ALLOCATION:
$4,997.00

PROJECT PERIOD:
July 1, 1997 to June 30, 1998

PROJECT DIRECTOR:
Ms. Claudia L. Morton

PROJECT PURPOSE:
The project proposed to use small group interaction to:

1. Increase weekly attendance 10% from previous program year
2. Increase students' input into the learning process.
3. Through research action plan, develop better tools to improve the learning environment.

PROJECT OUTCOMES:
This project resulted in a 6.4% average monthly attendance increase as illustrated in the attached graph showing accumulated monthly results of daily attendance sheets.

Thirty-nine different students were able to vent their frustrations and discuss such issues as: too much initial testing, lack of dependable transportation (this often presents a problem for students in rural communities in finding and/or keeping better paying jobs), inadequate child care (50% of our single parents were not provided with reliable child care) and balancing class and work schedules (5% of our students were working while attending school while 15% had to quit due to work schedules)

Throughout this funding year, students also increased writing and communication skills through their individual diaries. They tutored and supported one another with educational tasks and were pro-active in solving life skills issues. Students became aware of their individual styles through the Carlisle OIC Learning Style Inventory thus applying their knowledge of these individual learning styles to increasing self-esteem and educational goals.

IMPACT:

A. Barriers:
Originally we anticipated Welfare Reform and corporate

downsizing would result in a greater number of students; however, welfare regulations required people to find work and thus forgo enrollment in our GED program. Work schedules also required that our center develop more flexible hours for educational purposes. Therefore we had to amend our original hypothesis replacing small group or pairings with one large group consisting of different individuals who were available when we were able to meet. This adaptation did not fundamentally change the stated purposes of the project.

B. Results:

1. Attendance did increase.
2. Outside barriers such as transportation and child care often were resolved due to students interactions.
3. More flexible testing and classroom hours were developed as a result of students' input.
4. Their writing and communication skills increased.
5. Students' self-esteem and educational progress were increased as a result of students tutoring and supporting one another, as well as, using their own learning styles.

PRODUCT OR TRAINING DEVELOPMENT:

Not applicable.

PRODUCT AVAILABLE FROM:

Not applicable.

PROJECT CONTINUATION AND/OR FUTURE IMPLICATIONS:

Data from the project clearly indicates that student group interaction, personal diaries and pro-active problem solving are effective methods of increasing attendance. Refinement of these techniques and further investigation in the future would be warranted.

CONCLUSIONS/RECOMMENDATIONS:

Conclusions:

1. Group interactions and discussions resulted in increased attendance.
2. The keeping of personal diaries improves writing and communication skills and helped students set goals and remain focused.
3. Students interaction in the education process resulted in resolution of common problems and greatly increased self-esteem.

Recommendations:

1. We recommend that duplication of these techniques be implemented by other programs; if similar positive results are attained, additional funding and research would clearly be justified.
2. As the state continue to refine statistical analysis as the standard of a successful program, tools should be developed to measure individual self-worth and self-esteem as equal components in the definition of a successful program.

ADDITIONAL COMMENTS:

None.

INTRODUCTION TO MAIN BODY OF THE FINAL REPORT

The purpose of this research action plan was to encourage and nurture pro-activity in students or assist them in utilizing their individual strengths and talents to become more actively involved in the learning process and improve the learning environment through small support groups. We expected active involvement would increase desire for success which would require one to become more active in attendance and participation.

This project occurred through the fiscal year, July 1, 1997 - June 30, 1998 in our newly renovated, handicapped accessible facility located in downtown Carlisle. Our self-paced program accommodates our students who enter and complete our program at varying times throughout the fiscal year. We serve Cumberland, Perry and Franklin counties. Our 9:00 a.m. to 4:00 p.m. class schedule provided the staff ample time to pursue this plan. Staff members involved were Claudia Morton, Executive Director, and overseer of the project, R. Lance Parsons, Counselor and initiator, Bonnie Weldon ABE/GED Instructor, and Samantha Russell, Executive Secretary.

The targeted audience was primarily our ABE/GED students who were and are attending our classes because of Welfare Reform Implementation and/or corporate downsizing. In general, student retention has always been a crucial goal of ours and most other adult education programs with whom we have met and shared ideas and concerns. Thus, results will be shared with other programs and agencies within the South Eastern Region. Permanent copies have

been made available to the three agencies listed below and will be disseminated to any groups, agencies or individuals expressing interest in the project.

Commonwealth of PA Department of Education
Bureau of Adult Basic and Literacy Education Programs
333 Market Street
Harrisburg, PA 17126-0333

AdvancE State Literacy Resource Center
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333

Western PA Adult Literacy Resource Center
5347 William Flynn Highway Rt. 8
Gibsonia, PA 15044-9644

BODY OF THE REPORT

STATEMENT OF THE PROBLEM:

The implementation of Welfare Reform in Pennsylvania greatly impacted the delivery system of adult education in our state. Experience indicated classrooms would not only have increased numbers, but individuals would bring with them special learning needs and self-esteem issues. Being required to change paradigms is, indeed, a tumultuous experience. This project was an attempt to be pro-active and deal with the fears, doubts, and esteem issues in a positive way. The goal was to increase student involvement in the learning process, and increase individual attendance. The concept was simple, to place together in small groups, individuals with similar backgrounds, values, and interests, so they could support and encourage each other. Older African Americans were to be joined with young high school dropouts, and become role models and mentors. Groups were to include dislocated or downsized workers, single parents struggling to raise a family, or individuals with similar learning disabilities. These groupings were to encourage a "Cooperative Learning Approach" and allow many small successes to be acknowledged which would have resulted in more confidence and self-esteem leading to an increase in each ones desire to attend school.

Dr. Allan Quigley, Associate Professor and Regional Director of Adult Programs, Penn State University-Monroeville, in his article "The Last to Come, the First to Quit: Recruiting and

Retaining Adults in Literacy" describes three barriers to institutional programs: Institutional barriers deal with issues like physical layout of buildings, and the red tape of filling out endless papers. Situational barriers involve issues such as lack of adequate childcare or transportation. Dispositional barriers include issues like "attitude" or "fear of success". While all barriers usually are involved and interrelated, the purpose of this project was and is to try a new approach for dealing with dispositional reasons for failing to complete our ABE/GED Program.

GOALS AND OBJECTIVES:

With dispositional barriers in mind, three specific goals were set.

The first goal was to increase the average weekly attendance 10% during the 1997-1998 funding year. This information was to be evaluated on a quarterly basis using the 1996-1997 funding year as the base period for comparison. The second goal was to allow students to have direct impact in the learning process. So, a more "Cooperative Learning Approach" was developed. The last goal was to develop better tools for measuring whether a positive learning environment had been created.

The Executive Director was responsible for supervising and monitoring the project. The project coordinator implemented and directed the project while the instructor assisted him in this process. The staff secretary provided support activities.

PROCEDURES:

As part of the enrollment process the project coordinator administered to the students an adapted version of the Prior Schooling and Self-Perception Inventory developed by Dr. Allan Quigley. An orientation process included an explanation of the "Cooperative Learning Approach" and the importance of each individual taking an active role in his/her educational program. The counselor and ABE/GED instructor in consultation made the initial placement of an individual with a particular group. It was understood that movement to different groups was expected in some cases as the learning process continued. Individual student logs or diaries, group discussions, and class discussions became part of the educational process. Students had the opportunity to present constructive feed back on a weekly basis. About halfway through the project, the Carlisle OIC Learning Style Inventory was incorporated into our original assessment and orientation process. Students' daily logs or diaries exhibiting personal feelings, fears, concerns, and progress towards their educational goals were kept. After the logs were reviewed by staff, general concerns and topics were developed for further group or classroom discussions. These discussions were held on a weekly basis and provided valuable student input into the educational process. We determined whether attendance increases were accomplished by comparing attendance on a monthly basis during the 1997-1998 funding year to those of the 1996-1997 year; statistics were compiled into a yearly report and broken down as per monthly statistics. Evaluating the effectiveness of student input into the educational process was

accomplished by recording concerns and issues of individual group or classroom discussions which took place on a weekly basis. The questionnaire and tool used to measure student's feelings about a positive learning environment was an adaptation of the Prior Schooling and Self-Perception Inventory which became the Post Schooling and Self Perception Inventory.

OBJECTIVES/OUTCOMES:

Originally, we anticipated Welfare Reform Implementation and corporate downsizing would result in a greater number of students; however, welfare regulations required people to find work and thus forgo enrollment in our ABE/GED program. Only thirty-nine students were enrolled as compared to forty-seven in the previous year. Fifty-six percent of our students were working part-time or full-time while 15% dropped out due to conflict of work and school schedules. Therefore, there were less full-time students and an increase in part-time students. Some students came in the morning, some in the afternoon, some were on rotating schedules, so every other third week we did not have those students in attendance. Also, fifty percent of our single parents did not have reliable child care. Therefore, we made use of the research action plan's techniques to reflect on the plan and amend our original hypothesis by replacing small groups or pairings with one larger group consisting of different individuals who were available when we were able to meet. Rather than have a single set time for these meetings, we attempted to meet at a time during the week when a larger population was in attendance. Interestingly, inspite of

these conflicts, we did increase our average monthly attendance by 6.4%

The attached chart illustrates Carlisle Area OIC students average daily attendance rate for each month of the 96-97 fiscal year as compared to each month of the 97-98 fiscal year. The third column illustrate the projected average rate per month with the estimated 10% increase. The final column indicates the actual percentage increase per month. This final column averages out to an average monthly increase for the year of 6.4%. This indicated to us that the "Cooperative Learning Approach" was working.

Initially, group discussions arose from the questions on the Prior Schooling and Self-Perception Inventory that was given to everyone as part of the initial assessment. This inventory gave us as educators new insights, as well as, justification of our prior perceptions into the preconceived ideas of our students' beliefs, feelings, and ideas of school and the educational process. In most cases we knew their past experiences in the educational system were unfavorable, but they proved to be more negative than we had anticipated. As expected, most students were turned off by bad experiences with teachers, counselors and/or principals. Others found peer pressure and denial as major set backs. These incidences resulted in physical and mental anxieties which resulted in skipping school, dislike of basic core subjects, lack of interest, refusal to do any work, daydreaming, and the list goes on.

For the first time in many of our students' lives, they were allowed to vent years of pent up anger, hostility, frustrations and anxieties toward the educational system. It was like a pressure cooker had exploded with two students. Ultimately, many issues were brought to the table. Students were able to empathize and sympathize with each other. The anger was released, and if not a love of learning, at least, the ability to learn was realized. Occasionally, role playing was used to illustrate how "time bomb situations" might be defused. Naturally, due to similar prior educational experiences, many students bonded as friends, as a support group, and as tutors.

Many discussions led to talks on preventing these bad experiences from happening with their children or grandchildren. Topics included becoming pro-active in teacher conferences, or dealing with others in authority, the importance of a cooling down time, and setting up appointments rather than just showing up when one is out of control. Issues such as student's rights and parents rights were discussed.

Eventually, these discussions led students to share with us what we as a school could do to enhance their educational process and what they could do to help themselves and one another. The power of brainstorming was realized as problems were converted to solutions or at least positive improvements. Students volunteered their time to babysit others's children so an appointment or conference could be kept. One man replaced a car's broken headlight free of charge for a student so it could pass inspection.

Several men contacted salvage yards for less expensive used parts for other students car repairs. Recipes and ways to make less expensive and better balanced meals were shared. Some students offered rides to and from class to others with transportation problems. In case of bad weather, some students went our of their way to take a mom or dad to the day care center or babysitter to pick up children and take them home. One student with a flair for modern art offered one of his painting to another student to decorate his apartment. An ex-student taking paralegal courses did ground work to help prepare another mother for a child support hearing. Since evening hours were made available through another funding source, those students with rotating schedules were allowed to come in the evening when they couldn't come during the day. As requested by students, the GED instructor distributed the TABE full battery over 2-3 days instead of one day. For some students, 3.5 hours of initial testing was overwhelming.

Students' self-esteem increased as they tutored one another when the instructor was busy. The "tutor's" confidence soared as he was reenforcing his own newly acquired skills when he/she assisted a peer. Students improved in their writing as they were required to write in their logs daily. Often times, a student's explanations were not clear so other students learned to ask more pertinent questions to get a clearer understanding. Others learned to think first before speaking or to re-think to clarify a point. Listening sills were acquired. A few students knew their leaning styles but many were amazed to realize that one style of learning was more relevant to them. Thus, an educational support group was

a new and greatly appreciated concept for most students. Many never had a lot of help or encouragement from a friend or superior. Mostly, the students were recipients of negative and derogatory comments. Thus, increased support, positive reenforcement, pro-active involvement in problem solving, peers' appreciation of their friends' input, and a loving and caring environment all appeared to increase the students' desire to attend, participate and succeed in their educational endeavors.

EVALUATION INSTRUMENT(S) TECHNIQUE(S) USED AND THE RESULTS:

Throughout the course of this study, we often stepped back to hear, study, and weigh our student's ideas. We reflected on the current course of action, and made necessary changes to improve our students' learning environment. Daily, weekly, monthly and yearly attendance records were kept. The Prior Schooling and Self-Perception Inventory was a great catalyst in causing students to reflect on their past educational experiences and to uncover hidden pains. It allowed them to better understand the causes of their frustrations so they could deal with them and make the necessary changes thus allowing a "healing" and growth process to be initiated. Students were encouraged to keep daily logs and participate in weekly discussions. It was through both of these techniques that evidence was seen in each student's personal growth. The friendlier, more caring, sincere, and positive environment provided by staff and students resulted in a more positive, confident, pro-active and successful student population. As students became more supportive and understanding of one

another, a calmer and less stressful atmosphere was created. The Learning Styles Inventory helped alleviate some students' misconceived ideas of their inadequacies to learn. When they applied their visual, auditory, and/or kinesthetic preferences in the educational process, new understanding and learning were achieved more easily and rapidly. We encouraged and directed our students to use the computers and software packages, manipulatives, calculators, and tape recorders in addition to the standard paper, pencil and book methods to enhance their learning opportunities.

A tool that was not realized until after the project was almost completed was right under our noses. We rewrote the Prior Schooling and Self-Perception Inventory, in the past tense, and named it the Post Schooling and Self Perception Inventory. The revised questions now read as: (1) How valuable was this program for you? (2) How different was this program from school, and (3) How well did you do in: Writing skills, social studies, science, literature and the arts, and mathematics.....

It could have been the best indicator of the success of the project. It was administered to the remaining students and easily measured their positive perceptions of the previous year's experiences at Carlisle Area OIC. This idea was conceived from the TABE full battery "pre and post" tests. This project exemplifies the cyclical nature and never ending process of the Research Action Plan.

ATTACHMENTS

Learner's Name_____Date_____

PRIOR SCHOOLING and SELF-PERCEPTION INVENTORY

1. How valuable do you believe this will be for you?

1 2 3 4 5 6 7

2. How different do you think this program will be from school?

1 2 3 4 5 6 7

3. How well will you do in:

Writing Skills? 1 2 3 4 5 6 7

Social Studies? 1 2 3 4 5 6 7

Science? 1 2 3 4 5 6 7

Literature & Arts? 1 2 3 4 5 6 7

Mathematics? 1 2 3 4 5 6 7

4. In school, how well did you do in:

Writing Skills? 1 2 3 4 5 6 7

Social Studies? 1 2 3 4 5 6 7

Science? 1 2 3 4 5 6 7

Literature & Arts? 1 2 3 4 5 6 7

Mathematics? 1 2 3 4 5 6 7

5. How helpful will:

The teachers be here?	1	2	3	4	5	6	7
The counselors be here?	1	2	3	4	5	6	7
Your friends at home be?	1	2	3	4	5	6	7

6. Back in school, how helpful were:

The teachers?	1	2	3	4	5	6	7
The counselors?	1	2	3	4	5	6	7
Your friends?	1	2	3	4	5	6	7

7. How easy do you think it will be to make friends here?

1	2	3	4	5	6	7

8. How helpful do you think these new friends will be?

1	2	3	4	5	6	7

9. How easy was it to make friends in school?

1	2	3	4	5	6	7

10. Right now, if I had to say how I think I will do in this program, I would say:

1	2	3	4	5	6	7

CARLISLE OIC - LEARNING STYLE INVENTORY

Name:

Date:

Carlisle OIC Learning Style Inventory

Name: _____ **Date:** _____

Instructions: Read each statement below. Indicate your level of agreement or disagreement with each statement by circling a number to the right of the statement.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
1. When I read, I like to have a lot of light.	1	2	3	4	5
2. I learn well by hearing how to do something. (For example: from a tape, a record or a lecture.)	1	2	3	4	5
3. I would rather study in a library than in a break area.	1	2	3	4	5
4. I find it difficult to study when there is music in the background.	1	2	3	4	5
5. I feel that I am self-motivated.	1	2	3	4	5
6. I work or study well in the evening.	1	2	3	4	5
7. I have trouble concentrating when I am working or studying with other people.	1	2	3	4	5
8. I like to draw or use diagrams when I learn.	1	2	3	4	5
9. I am comfortable at times when those around me say it's too warm.	1	2	3	4	5
10. I like my family or friends to know that I do a good job at work.	1	2	3	4	5
11. I enjoy learning new things about my work.	1	2	3	4	5
12. It's difficult for me to concentrate when I am cold.	1	2	3	4	5
13. Noise and background conversations and or music really bother me when I have to concentrate.	1	2	3	4	5
14. I would like to learn how to use the computer to help me learn.	1	2	3	4	5
15. I prefer to work alone or study alone.	1	2	3	4	5
16. I have trouble studying when I sit on a soft chair or couch, or lie on the floor.	1	2	3	4	5
17. When I work, I like to turn on all the lights.	1	2	3	4	5
18. I like my instructors or supervisors to recognize my efforts.	1	2	3	4	5

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	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
19. I learn well by trying to do things myself, with my own hands.	1	2	3	4	5
20. I like watching videos to help me learn and remember.	1	2	3	4	5
21. I would rather be warm than cold.	1	2	3	4	5
22. I prefer working in bright light.	1	2	3	4	5
23. The things that I remember best are the things that I hear.	1	2	3	4	5
24. I learn best by doing on the job.	1	2	3	4	5
25. I get a lot of satisfaction from doing the best I can.	1	2	3	4	5
26. I work better when I know my work will be checked.	1	2	3	4	5
27. I learn well by seeing how to do something. (For example: looking at a diagram or picture, or watching someone else do it.)	1	2	3	4	5
28. I get less done when I work together with someone else.	1	2	3	4	5
29. I work or study well in the morning.	1	2	3	4	5
30. I find it difficult to block out noise when I am trying to work.	1	2	3	4	5
31. I like using computers to learn.	1	2	3	4	5
32. I can remember more if the teacher writes on the chalk board.	1	2	3	4	5
33. I work or study well in the afternoon.	1	2	3	4	5
34. I concentrate best when I am sitting up at a desk.	1	2	3	4	5
35. I can learn more if I can talk in class with the teacher.	1	2	3	4	5
36. I like using my hands to learn.	1	2	3	4	5

Learning Style Inventory Score Sheet

Name: _____ **Date:** _____

Instructions: Take your scores from the Learning Style Inventory and enter each item score where indicated on this score sheet. Add up the item scores under each category to get a rating of your learning preferences.

Physical Preferences: Learning Setting

- *Noise Level*

Item #	*Score*
4	_____
13	_____
30	_____
Total Score	_____

*Total scores of **10 or more** indicate that noises bother you when you are trying to learn.*

*Total scores of **9 or less** indicate that noises do not bother you when you are trying to learn.*

- *Lighting*

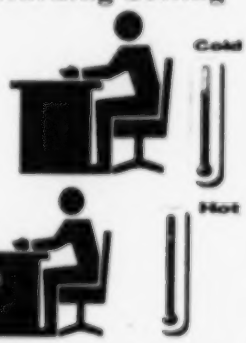
Item #	*Score*
1	_____
17	_____
22	_____
Total Score	_____

*Total scores of **10 or more** indicate that you prefer to learn in bright lighting.*

*Total scores of **9 or less** indicate that you do not prefer to learn in bright lighting.*

Physical Preferences: Learning Setting

- *Temperature*



Item #	*Score*
9	_____
12	_____
21	_____
Total Score	_____

*Total scores of **10 or more** indicate that you prefer to learn in warmer temperatures.*

*Total scores of **9 or less** indicate that you do not prefer to learn in cooler temperatures.*

- *Structure*

Item #	*Score*
3	_____
16	_____
34	_____
Total Score	_____

*Total scores of **10 or more** indicate that you prefer a formal learning setting.*

*Total scores of **9 or less** indicate that you prefer a informal learning setting.*

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Learning Style Inventory Score Sheet

Name: _____ **Date:** _____

Physical Preferences: Time of Day

	Item #	Score
Morning Score	*29*	____
Afternoon Score	*33*	____
Evening Score	*6*	____

*Total scores of **4 or 5** indicate a preference for learning at that time of day.*

You may have more than one time preference for learning, or time may not make a difference to you.

Emotional Preferences: Motivation

- *Extrinsic Motivation*

Item #	Score
10	____
18	____
26	____
Total Score	____

*Total scores of **10 or more** indicate that external reinforcement may be important to you.*

*Total scores of **9 or less** indicate that external reinforcements may not be very important to you.*

Emotional Preferences: Social Needs

- *Alone or With Others*

Item #	Score
7	____
15	____
28	____
Total Score	____

*Total scores of **10 or more** indicate that you prefer to learn alone.*

*Total scores of **9 or less** indicate that you prefer to learn with other people.*

- *Intrinsic Motivation*

Item #	Score
5	____
11	____
25	____
Total Score	____

*Total scores of **10 or more** indicate that you seem to be self-motivated.*

*Total scores of **9 or less** indicate that you may not be self-motivated.*

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Learner's Name _____ Date _____

POST SCHOOLING and SELF-PERCEPTION INVENTORY

1. How valuable do you believe this program was for you?

1 2 3 4 5 6 7

2. How different do you think this program was from school?

1 2 3 4 5 6 7

3. How well did you do in:

Writing Skills? 1 2 3 4 5 6 7

Social Studies? 1 2 3 4 5 6 7

Science? 1 2 3 4 5 6 7

Literature & Arts? 1 2 3 4 5 6 7

Mathematics? 1 2 3 4 5 6 7

4. In school, how well did you do in:

Writing Skills? 1 2 3 4 5 6 7

Social Studies? 1 2 3 4 5 6 7

Science? 1 2 3 4 5 6 7

Literature & Arts? 1 2 3 4 5 6 7

Mathematics? 1 2 3 4 5 6 7

5. How helpful were:

The teachers here?	1	2	3	4	5	6	7
The counselors here?	1	2	3	4	5	6	7
Your friends at home?	1	2	3	4	5	6	7

6. Back in school, how helpful were:

The teachers?	1	2	3	4	5	6	7
The counselors?	1	2	3	4	5	6	7
Your friends?	1	2	3	4	5	6	7

7. How easy was it for you to make friends here?

1 2 3 4 5 6 7

8. How helpful do you think these new friends were?

1 2 3 4 5 6 7

9. How easy was it to make friends in school?

1 2 3 4 5 6 7

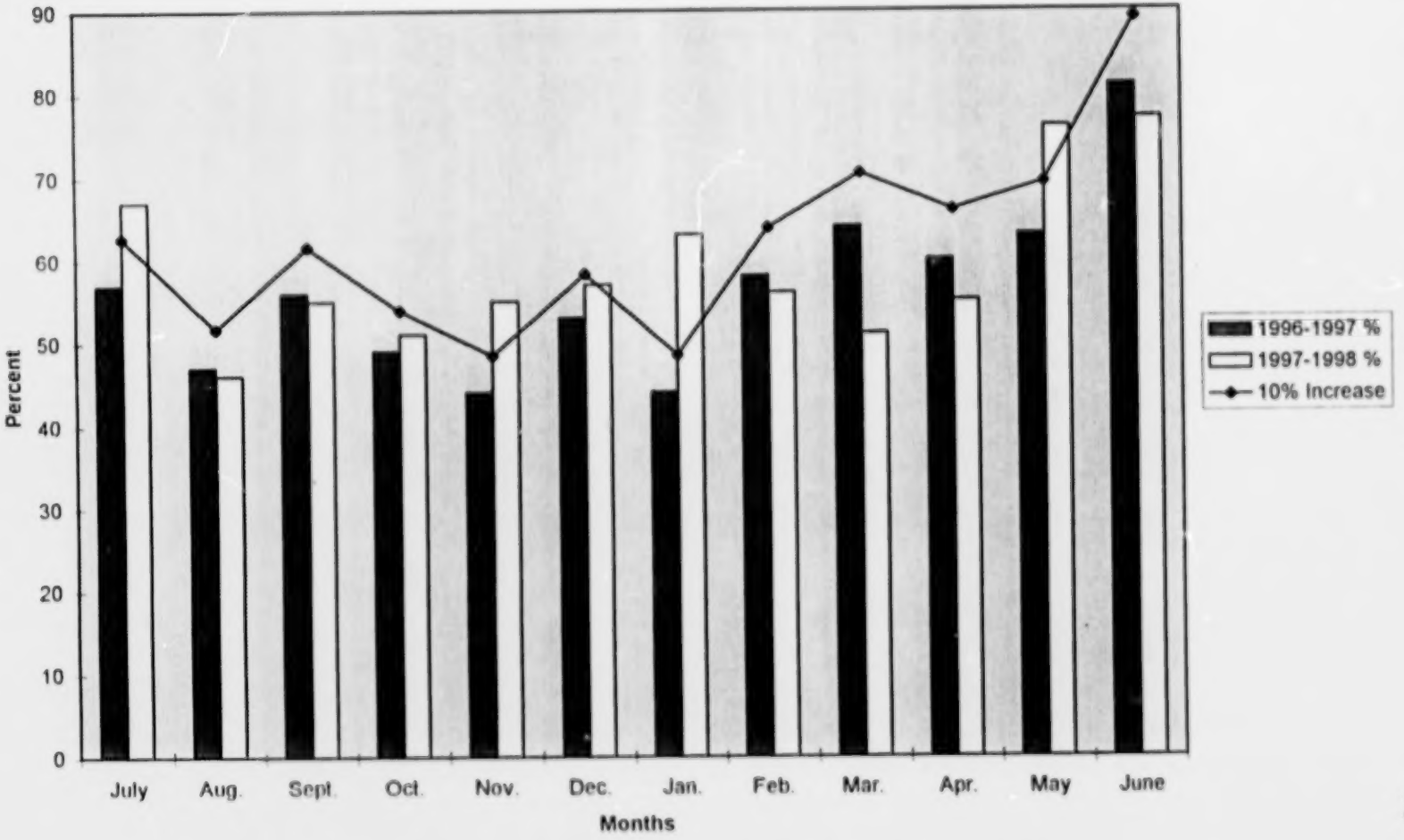
10. Right now, if I had to say how I think I am doing in this program, I would say:

1 2 3 4 5 6 7

Carlisle Area OIC's Monthly Attendance - PDE

	Year 96 - 97 %	Year 97- 98 %	Goal 10 % Increase	Actual % Increase
July	57	67	62.7	17.5
Aug.	47	46	51.7	-2.1
Sept.	56	55	61.6	-1.8
Oct.	49	51	53.9	4.1
Nov.	44	55	48.4	25.0
Dec.	53	57	58.3	7.5
Jan.	44	63	48.4	43.20
Feb.	58	56	63.8	-3.4
Mar.	64	51	70.4	-20.0
Apr.	60	55	66	-8.3
May	63	76	69.3	20.1
June	81	77	89.1	4.9
		Total	Average %	6.4

Carlisle Area OIC's Monthly Attendance - PDE



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